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ABSTRACT

This is a manual used by volunteers who teach Spanish in elementary schools in Orange County (Florida). The introductory pages of the book explain the reasons for teaching Spanish in the elementary schools of Florida, and provide suggestions on how to begin the program, where to find materials, and how to use the guidebook. There are also a list of films in Spanish or about Latin American culture, suggestions for field trips, games, guest speakers, and general teaching instructions. The 27 lessons of the course provide detailed directions for presenting each point and for facilitating conversation among the students. Many lessons are illustrated with pen-and-ink drawings. (AMH)

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A GUIDE BOOK FOR ADDITIONS VOLUNTEERS TEACHING SPANISH IN ELEMENTARY SCHOOLS

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UN POQUITO DE ESPAÑOL

A LITTLE BIT OF SPANISH

Compiled and edited by MARGARET MORGAN MABR

THE +ADDITIONS SCHOOL VOLUNTEER SERVICES · Orange County · Flor

Un Poquito de Español

A "POINT OF DEPARTURE" OUTLINE

FOR

VOLUNTEER SPANISH TEACHERS

IN THE

ELEMENTARY SCHOOLS

BY

MARGARET MORGAN MABRY

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PURPOSE

Why teach Spanish to the elementary school children of Florida?

For extremely valid reasons! These reasons embrace culture, education, and economics - just for "starters". Let's explore each of these briefly, since understanding "why" we are volunteering to introduce language study into the elementary school is basic to doing it well and enthusiastically.

The Spanish cultural heritage lies all about us here in Florida - from Tampa to St. Augustine to Miami. In this sense our children have a strong tie to the language and culture and character of the Spanish-speaking peoples. Thus by beginning to teach the elementary school child the rudiments of Spanish, we are also enriching his knowledge of his own local history.

We volunteer teachers are also obviously enriching the basic education of the child, since the well-educated person - in the richest sense of the word - knows to some degree another language than his own. When we "catch" the interest of the fifth or sixth grade child through our two or three times a week classes, we are encouraging him to continue these studies in high school and college. Also, the still unaffected grammar school child is the person most capable of learning another language easily.

Finally, there are now many reasons for directing these young people toward serious study of Spanish. They can earn their way through local colleges serving as guides and interpreters at area tourist attractions; part time and full time sales jobs in our local malls are more and more tied to "Can you speak any Spanish?"; requests for bilingual personnel in many positions are appearing more frequently in our want-ad sections; and of course many of them now have neighbors and friends "de habla española" or are travelling with their families more often to Spanish-speaking countries.

In short, beginning to teach Spanish in the elementary schools is not an exercise in whimsicality. There are sound and impelling reasons for establishing language studies on the elementary level and for strengthening it on the secondary and college levels. In some school districts in the United States there are Spanish classes from grades one through twelve under the direction of certified, salaried teachers. We who believe so firmly in the importance of language study can certainly dream of this for our area. At the same time we can DO something about realizing this dream by working toward volunteer-taught classes of Spanish in every elementary school.

¡BIENVENIDOS, ENTONCES, A LAS CLASES DE ESPAÑOL!

¡EMPECEMOS!

HOW TO's

WHERE DO WE BEGIN?

Through the ADDitions program of Orange County, several elementary schools have requested classes in Spanish during the past few years. With such interest on the part of teachers and principals, the volunteer teacher is already "ahead of the game." The volunteer then needs to have a planning session with the principal and the interested classroom teachers to determine the following:

1. Who will be in the class? Several ways of determining the make-up of the class are already in progress in Orange County. Some schools are giving these Spanish classes to the "gifted" classes. Others offer a year of Spanish as one alternative to several "enrichment" programs also offered. It is also possible to offer Spanish during the regular day of the fifth or sixth grade class - always at the discretion of the classroom teacher. The time of the class will also be determined by the principal, the teacher, and priorities.

2. Where will the class be held? Many classes are simply held in the regular classroom. If so, the volunteer teacher should try to arrange with the classroom teacher about storing - if possible - some of the materials in the classroom. If, for instance, the notebooks the students keep each week are readily available, some of the students can study the material, singly or in groups, when they have completed the work assigned to them by the classroom teacher. If the school is fortunate enough to have an empty room that can be the "Spanish classroom," then the volunteer teacher can really go "all out" on materials and decorations that can stay on view permanently.

WHERE DO WE FIND MATERIALS?

Materials for this course are designed to be virtually non-cost, since they are found mainly in old magazines or books and in the odds and ends of scrap paper and cardboard available in many school offices.

1. Name tags, charts, and vocabulary cards can be made with scrap cardboard or with the very inexpensive sheets of cardboard found in local drugstores etc. Magic markers in different colors are all you need for your printing. Of course, the volunteer with a talent in art can really do some super "extras" in this category.

2. Pepe and Pepita, the puppets. The boy and girl heads for such hand puppets can be bought in local craft shops. A simple dress and serape top for each might look something like the ones shown on the following page:

3. Clock: Any old clock that is large enough will do for the exercises on time. If the teacher cannot locate one, then a large cardboard clock is easy to construct with movable hands. You might enlist the help of the children in this project.

4. Certificates, bumper stickers, pins, stickers, games, party supplies etc. Such things as certificates written in Spanish to award at the end of the year, plus grade stickers (sobresaliente, excelente, aprobado etc), and pins ("Sonrie en español," etc.) are "fun" additions to the program. Perhaps the PTA/PTO would underwrite the cost of these. Here are two good addresses for catalogues:

REALIA
Gessler Publishing Company
900 Broadway
New York, New York 10003

WORLD PRESS
11 Woodland Drive
Old Bethpage, New York 11804

HOW TO USE THIS GUIDEBOOK

1. The primary goal of the UN POQUITO DE ESPAÑOL Program:

The key to the program is CONVERSATION. C-O-N-V-E-R-S-A-T-I-O-N! The students should learn through a pattern of repeating after the teacher, building into a "free form" question and answer dialogue that uses the new vocabulary while reviewing the old. The ditto masters and review exercises discussed below should never constitute more than one-fourth or one-third of the class time. Remember: a child who "learns" Spanish with eyes glued to a piece of paper always in his hand will never feel at ease speaking the language.

2. UN POQUITO DE ESPAÑOL Ditto Masters:

The folder of ditto masters which accompanies the guidebook is exclusively designed to provide an easily reproduced review sheet for each chapter in the book. These can be used, at the discretion of the teacher, at the end of each class or as a review at the beginning of the following class.

3. HABLO CON PERICO Ditto Masters:

This book of excellent ditto masters can supplement the program in several ways:

a. The teacher who meets with the class only once a week will find several pages that reinforce the chapters of the guidebook. These particular page numbers are noted at the end of said chapters. In this same situation, the teacher who finds a core of "eager" students in her group may want to use these dittos as extra studies for these students.
b. The teacher who meets with the class two or three times a week will find in this book a wealth of extra material to use. For instance, after using the pages that match the guidebook chapters, the teacher can then finish out the year with the vocabulary exercises found in this supplement book. (Address for ordering: page 4).

4. EJERCICIOS DE REPASO:

Each chapter has a printed page of vocabulary review which can be used several ways:

a. The teacher with access to a copier can make copies for the class and use them for homework/class review.
b. If there is no copier in the school office, the teacher can transfer the exercise (typing or by hand) to a ditto master (ask in office) and give them to the class.
c. The teacher may use them whenever suitable as oral review for the students, i.e., divide the class in teams; call out the English and see who can come up with the Spanish; reverse the process.

5. VERB CHART:

Entirely optional, depending on the reaction of the class. A ditto master of the verb chart is provided in the folder.

6. DÍAS DE REPASO, FILMS, FIELD TRIPS:

Use all the above at the discretion of the teacher.

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Name of the Verb	yo (I)	tú (you, familiar)	usted (you, formal)	él (he)	ella (she)	Nosotros (we)	ellos, ellas (they)
Estar (to be)	estoy (I am)	estás (you are)	está (you are)	está (he is)	está (she is)		están

FILMS, GUESTS, FIELD TRIPS, GAMES

FILMS: Orange County Public Schools; contact your school's media specialist (librarian) when ordering these. There is a courier service to deliver and pick up.

4004 - Spanish and Portuguese Explorers	Color	11 minutes
8147 - Argentina, People of the Pampas	B&W	11 minutes
4049 - The Aztecs	B&W	11 minutes
4529 - Bolivar, South American Liberator	Color	15 minutes
8666 - Bolivia	Color	15 minutes
8557 - Central America, Crowded Highlands	Color	19 minutes
8546 - Chile and Costa Rica	Color	17 minutes
8478 - Christopher Columbus	B&W	17 minutes
8556 - Coastal Lowlands of Central America	Color	19 minutes
8050 - Colombia and Venezuela	Color	19 minutes
4117 - Cuba, the Land and the People	Color	11 minutes
4185 - Geography of South America (Argentina, Peru, Uraguay)	Color	13 minutes
4186 - Geography of South America (Bolivia, Ecuador, Paraguay, Chile)	Color	11 minutes
8077 - Geography of South America (Brazil. Not a Spanish speaking country)	Color	14 minutes
4530 - Geography of South America (the five northern countries)	Color	11 minutes
8078 - Geography of South America (overall view of the continent)	Color	13 minutes
8186 - Guatemala (Village Life)	Color	12 minutes
8085 - Guatemala (overall)	B&W	17 minutes
4232 - The Incas (Peru)	Color	11 minutes
4258 - Latin America: an Introduction	B&W	11 minutes
12180 - Latin America: Part 1	B&W	26 minutes

FILMS, GUESTS, FIELD TRIPS, GAMES (Continued)

12181 -	Latin America: Part 2	B&W	33 minutes
8724 -	The Mayas of Ancient and Modern Yucatan	Color	20 minutes
8134 -	A Mexican Boy: the story of Pablo	Color	22 minutes
8868 -	Mexican Village Life	Color	14 minutes
8558 -	Mexico: Part 1	Color	17 minutes
8559 -	Mexico: Part 2	Color	17 minutes
8355 -	Mexico: the land and the people	Color	20 minutes
8344 -	Peru, People of the Andes	B&W	16 minutes
8175 -	Puerto Rico, Island in the Sun	Color	18 minutes
8095 -	Republic of Panama	Color	17 minutes
8000 -	Santa Fe and the Trail (shows influence of Spain and blending of cultures in our West)	Color	20 minutes
12050 -	South America Today	Color	25 minutes
8913 -	Spain, Land of Tradition and Promise	Color	17 minutes
8208 -	Spain: 3 of its faces	Color	18 minutes
8718 -	Spain and Portugal: On the Threshold of Success	Color	19 minutes
8207 -	Spain in the New World	B&W	13 minutes
9029 -	Spanish Children	Color	16 minutes
4674 -	Spanish Conquest of the New World	Color	11 minutes
9168 -	Spanish Influence in the U.S.	Color	14 minutes
4161 -	St. Augustine, Our Oldest City	B&W	17 minutes
9244-1 -	You are There: Columbus and Isabella	Color	22 minutes

FILMS IN SPANISH: Note - please preview to see if they are too advanced; and, if so, do not use before about February or March in the text.

8783 -	El Cumpleaños de Pepita	Color	16 minutes

FILMS, GAMES, FIELD TRIPS (Continued)

4241 - La Familia Sanchez (Southern Spain; slow and simple Spanish)	B&W	11 minutes
4887 - Vistas de Andalucia	Color	10 minutes
9216 - La Gallinita Roja (Little Red Hen)	Color	16 minutes
9204 - Somos Españoles	Color	13 minutes

GUEST SPEAKERS: Contact the following:

1. Casa Iberia Club of Winter Park (through Rollins College) - 646-2000
2. Dr. Luis Valdés - Rollins College - 646-2000
3. La Tertulia (Private club. Members represent Mexico, Panama, Colombia, Puerto Rico etc) Call Margaret Mabry: 647-6349
4. St. James Catholic Church (large Spanish-American membership)
5. La Primera Iglesia Bautista de Orlando
6. All local high schools re their exchange students for the year
7. Spanish teachers in local high schools. Many participate actively in county and state contests and have good students who might be able to give elementary school children a true incentive to continue with their foreign language studies.
8. UCF, Valencia, and Seminole re their foreign students.
9. (Please list below any other good contacts made during the year:)

GAMES:

1. "Frío - Caliente"

   Someone is sent from the room. The students then hide an eraser. The person who is "it" returns and begins to search while the class calls out the appropriate word "clue." Can be used from the beginning.

2. Lotería

   One or two Bingo sets make this game possible. The teacher, or a succession of pupils, calls out the numbers in Spanish. The first one to win cries out "Lo tengo." (I have it). To be used only after the lesson on the numbers.

3. Math Relays

   One person from each team, Los Rojos and Los Azules, goes to the board. The teacher calls out in Spanish any simple problem in addition, subtraction, multiplication, or division. First CORRECT answer wins. To be used after the lesson on math terminology.

4. "Estoy pensando en...." (to be used only after clothing and colors have been studied)

The teacher begins this game the first time in order to show the class how it goes. The teacher says, for example, "Estoy pensando en alguien que lleva una camisa blanca, pantalones azules, y zapatos negros. ¿Quién es?" (I am thinking about someone who is wearing a white shirt, blue pants, and black shoes. Who is it?) Then the students can take turns being the leader.

5. "Mano a ....." (the first game to be played after learning the parts of the body)

The teacher once again is the first leader. She explains that she is going to say "Mano a la nariz," for example, in order to see who understands and can put "a hand to the nose." As soon as they master the idea, the children can take turns being the leader. This game can be worked with the two teams, also. Have the teams stand up facing each other. Call out "mano a..." and everyone who misses the call has to sit down. The team with the last person left standing wins the game.

6. "Simón dice, mano a...."

This version of "Simon says" will be quickly understood and is a way of making the first game of "mano a...." just a little more interesting. Have the two teams line up facing each other again. Only now the student must listen for and obey correctly the call, i.e., "Simón dice, mano a la boca" and must <u>also</u> listen for the "key" words, "Simón dice." Anyone who obeys a call, even correctly, that is <u>not</u> prefaced by the "key" words has to sit down.

7. <u>Hangman</u> (See page 69)

This game is played here in America, too, so the children will be familiar with the concept. The teacher selects a number from one to fifty. The child who guesses nearest to the number gets to be the first one to go to the board and draw the "gallows" for the game. (All this with numbers to be done in Spanish, of course!) This first leader of the game selects a word from the vocabulary and draws enough spaces under the "gallows" to accommodate all the letters of the chosen word. Then the children raise their hands to be recognized and call out letters. Each wrong guess puts another part of the "victim" (head, body, arms, legs, fingers, hair, etc) on the gallows.

FIELD TRIPS:

Local restaurants with Spanish cuisine, super markets and businesses run by native speakers of Spanish, the Casa Iberia of Rollins College, old St. Augustine, etc. Teacher and school should concur in this.

SPANISH NAMES

BOYS:

Adolfo
Alano
Alberto
Alfredo
Alejandro
Andrés
Arnoldo
Antonio
Arturo
Bartolo
Basilio
Benito
Bernardo
Carlos
Cecilio
Clemente
Conrado
Claudio
Cristanio
Cristóbal
Daniel
David
Diego
Dionisio
Domingo
Donaldo
Edmundo
Eduardo
Emilio
Enrique
Ernesto
Esteban
Eugenio
Fabian
Federico
Felipe
Fernando
Francisco
Gabriel
Geofredo
Gerardo
Gilberto
Gregorio
Gualtero
Guido
Guillermo
Gustavo
Heriberto
Hilario
Horacio
Hugo
Ignacio
Isidoro
Jaime
Jeremias
Jerónimo
Jorge
Juan
José
Juanito
Julio
León
Leonardo
Lorenzo
Lucas
Luis
Lutero
Manuel
Marcos
Martín
Mateo
Miguel
Natán
Nataniel
Nicolás
Normando
Oscar
Pablo
Paco
Patricio
Pedro
Rafael
Raul
Raimundo
Renaldo
Ricardo
Roberto
Rodolfo
Rodrigo
Rogelio
Rolando
Rubén
Ruperto
Samuel
Santiago
Simón
Teodoro
Tomás
Vicente
Victor
Virgilio

GIRLS:

Adela
Alberta
Alejandra
Alicia
Amalia
Ana
Ana Maria
Andrea
Ángela
Anita
Antonia
Antonita
Bárbara
Beatriz
Belita
Bernardina
Berta
Carla
Carlota
Carmen
Carolina
Catalina
Catarina
Cecilia
Clara
Claudia
Constancia
Corina
Cristina
Débora
Delfina
Dolores
Dorotea
Elena
Elisa
Erna
Emilia
Engracia
Enriqueta
Esperanza
Estela
Éster
Eugenia
Eva
Federica
Florencia
Francisca
Genoveva
Gertrudis
Gracieta
Hortensia
Inés
Irene
Isabel
Josefa
Josefina
Juana
Judit
Julia
Laura
Leonor
Lidia
Linda
Lola
Lucia
Lucinda
Luisa
Magdalena
Margarita
Maria
Mariana
Marta
Maruja
Matilde
Mercedes
Olga
Patricia
Paula
Perla
Raquel
Rebeca
Rosa
Roberta
Rosalia
Sara
Silvía
Sofia
Susana
Teresa
Tonia
Victoria
Violeta
Virginia

PREPARATION:

1. Notebook: Well before the first class meeting inform the children that they will need a notebook cover in which to keep their weekly papers. Eckerd's and other stores have available the inexpensive (about 25¢) kind made of cardboard. If the student already owns a notebook he can use, then he can certainly utilize it. He will put into this notebook the "dittoed" homework exercises that he does between class meetings. He will be expected to have this notebook, plus a pencil and perhaps a sheet or two of extra theme paper at every class. At the end of the year, the student can take home what amounts to a little "textbook" of his year of Spanish.

2. Name tags: If the teacher wants the class to "adopt" a Spanish name to use for the year, please go ahead and make the selection (see name list on page 13 of this book) and have simple name tags ready for the first day. Having this prepared ahead of time avoids any squabbling among the children about which name goes to whom. After the first three or four classes, everyone will be familiar with the names and the tags will no longer be necessary. Of course, the volunteer will keep a list of both English and Spanish names. The volunteer might also post such a list with spaces for grades earned through any "examencitos" that the volunteer elects to give.

3. Weekly vocabulary flash cards: Showing each new vocabulary word on a card is a part of each lesson. A flannel board situation would be ideal, but any scrap cardboard or matboard will do fine. In fact, school offices sometimes have or can get such scraps from the local paper companies. The printing can be done with magic marker or something similar. In order to play the team game "Let's make a sentence" later on, we suggest that you make each word in duplicate. Magazine picture flashcards will also be effective with many of the lessons and the teacher should look ahead throughout the lessons in order to be ready with these.

4. Verb Chart: Don't let yourselves as teachers or the pupils be frightened by such a "grammatical sounding" gadget! We really think this will help the children and we would appreciate learning of the reaction of all volunteers to the idea after using it in the classes. Basically, we are talking about a dittoed sheet divided under columns like this:

Name of the verb:	yo (I)	tú (you: my family and my friends)	usted (you: adults)
él (he)	ella (she)	nosotros (we)	ellos, ellas (they)

(see sample on page 16)

The children enter in new verbs under the correct column as these words are used in the lessons. Makes a marvelous review page, too!

5. A permanent display piece that illustrates the vowels and important consonants using words that will come up in the lessons as part of the vocabulary. These can all be on one poster or can be separate small display pieces, depending on the space allotted to you and the class.

A - la casa	H - la hora, hoy
E - la mesa	ll - me llamo
I - bonito	ñ - niño, niña
O -¿cómo?	j - naranja, bruja
U - usted	ge - la gente
	gi - el gitano

With the above on display during every class, the teacher can make repeated reference to these basic sounds of the Spanish language.

6. Pepe the puppet and Pepita.

See instructions under "Where do we find materials?" on page 3.

MATERIALS: Name tags, a copy of the verb chart form for each child, the vowel and consonant display piece, vocabulary flash cards (in duplicate) of the following:

BUENOS DÍAS, BUENAS TARDES, BUENAS NOCHES, SOY, SEÑORA,

MAESTRA, ESTOY, EN LA CLASE, DE ESPAÑOL, ÉL, ALUMNO, LA,

ALUMNA, HASTA LUEGO.

Optional: Magazine pictures mounted that illustrate "el día" and "la tarde" and "la noche."

La Maestra: Greet each child and give him his name tag, repeating slowly, "Buenos días, _____." Then give the group a little introduction, explaining why Spanish is important to learn, especially in Florida. Explain the notebook and give out the verb sheet to each one. Introduce them to Pepe the Puppet and tell them that he is going to help them learn a lot of Spanish. Then divide them into teams, Los Rojos and Los Azules, and let them copy the list of each team from the board with Spanish and English names and put this piece of paper in their notebooks. (If they are of equal numbers, you may divide into boy-girl teams; if not, it might be best for the volunteer to divide the class beforehand.)

"Bueno, clase, muy bien. Now we are going to learn to greet each other and to say who we are. For instance, I am a teacher and you are students. Primero (hold up finger to give the idea of "first") escúchenme bien (indicate listening by gestures to the ear):

"Buenos días is the way to say 'Good morning.'" (Point to picture that illustrates day. Post the flash card of the words.)

"Repitan, **niños**, después de mí: 'Buenos Días.'" (Use all kinds of gestures to convey the idea of the command without translating into English.)

(Repeat the above process with Buenas Tardes and Buenas Noches, using the magazine pictures and posting the words.)

La Maestra: "Muy bien, clase. Now we are going to learn to say who we are. Let's let Pepe help us. Escúchenme bien, clase:"

Maestra: "Buenos días, Pepe. Soy la Señora _____. Soy maestra."

(Post the flashcards *soy, la* and *maestra*.)

Pepe: (use a comical little voice for Pepe) "Buenos días, Senora. Soy Pepe. Soy alumno."
(Post flashcard for *alumno*.)

Explain once what each word posted means and then repeat the dialogue with each boy in the class.

Maestra: "Muy bien, alumnos. Now let's let Pepita help us, too."

"Buenos días, Pepita. Soy la Señora _____. Soy maestra.
(Point again to the posted words as you speak.)

Pepita: "Buenos días, Señora. Soy Pepita. Soy alumna."
(Post *alumna* with the rest.)

To reinforce the "a" and the "o" endings, the volunteer can go around the class saying with exaggerated vowels "el alumno" and "la alumna" as she points to either a boy or a girl in the class. Then the volunteer repeats this dialogue with each girl in the class.

La Maestra: "Excelente, clase. Now let's look at these words." (Post *estoy, en la clase,* and *de español*.) "In Spanish there are two ways to say "I am." *Soy* means "I am" when I am talking generally about WHAT I am. This word, *estoy*, means "I am" when I am talking generally about WHERE I am."

"Escúchenme, bien, por favor."

"Soy maestra. Estoy en la clase (indicate the whole group) de español." (Translate the above once, if necessary.)

"Now let's let Pepe and Pepita help us again:"

Pepe: "Soy Pepe. Soy alumno. Estoy en la clase de español."

Pepita: "Soy Pepita. Soy alumna. Estoy en la clase de español."

Go around the class repeating until all can say it. Gather up the posted words and see if they can say it all without seeing the words. If there is time, repeat with "Buenas tardes (o noches). Soy _____. Estoy en la clase de espanol."

La Maestra: "Muy bien, clase. Now let's enter these two ways to say *I am* in our verb chart." (This first time, you will only enter *ser, estar, soy, estoy* in the appropriate columns. Explain only *yo* as the column in which the person speaking - I - IS something or DOES something.

Hand out the dittoed review sheets for homework. Ask them to do

them in pencil so that they can correct them during the opening review time of the following class.)

La Maestra: Now we are going to let Pepe and Pepita teach us one of the ways to say "so long" or "see you later":

Pepe: "Hasta luego, alumnos."

Pepita: "Hasta luego, clase."

Los Saludos Ejercicios de Repaso

_____	estoy	a.	of Spanish
_____	buenos días	b.	in the class
_____	buenas tardes	c.	good evening
_____	buenas noches	d.	the student (boy)
_____	yo soy	e.	until later
_____	el alumno	f.	the student (girl)
_____	la alumna	g.	good afternoon
_____	hasta luego	h.	I am (meaning "what" I am)
_____	en la clase	i.	good morning
_____	de español	j.	I am (meaning "where" I am)

Draw three ideas of "good morning," "good afternoon," and "good night." Label them correctly in Spanish.

¿Cómo Estás tú?

MATERIALS: Vocabulary flashcards (in duplicate): cómo, usted, tú, está, estás, hoy, también, y, niña, niño, un, una, muy bien, es, él, ella, dónde, yo, gracias.

Homework review sheet # 2: Have copies ready to hand out. Note that it contains a copy of the Pledge of Allegiance so that the children can begin to recite it each time, with a different child as leader.

La Maestra: "Buenos días, clase." (Or "buenas tardes" if the class is in the afternoon.) Indicate that they are to respond to you in the same manner.

"Primero, un repaso." (Explain once and use thereafter without explanation.) Go over the review homework and correct and have them put it in the notebook.

"Muy bien, clase."

Go to the verb sheets next. Take out *soy* and *estoy* from the cards and have ready all the new verb forms in this week's cards. Hold up *estoy* and let someone tell you that it means "I am" in the sense of "where" and "how." Display it with *yo*. Then display *tú estás* and *él está* and *ella está* and *usted está* and have them write in the proper space in the proper column like this:

tú	usted	él	ella
estás	está	está	está
(you are)	(you are)	(he is)	(she is)

La Maestra: "Clase, notice that "tú estás" and "usted está" both mean "you are." Let's let Pepe help us understand the difference. Por favor, escúchemme bien:"

Maestra: "Buenos días, Pepe. ¿Cómo estás hoy?" (translate once)

Pepe: "Estoy muy bien, gracias."

Now, clase, escúchenme while Pepe asks me the same question:

Pepe: "Buenos días, Señora. ¿Cómo está usted hoy?"

Maestra: "Estoy muy bien, gracias."

Question them about the difference between "tú" and "usted" and practice the dialogue around the class in three ways: Teacher to student, student to teacher, and student to student.

La Maestra. "Excelente, clase."

Now let the class record *es* under *él* and *ella* and *usted* and talk about this word meaning "what" a person is. Display the proper flashcards. (Note: If a bright student asks about *eres* for *tú* go ahead and teach it.) Next pick up the cards for *niña* and *nino* and the articles for each: *la* and *una; el* and *un*. Show *el niño* and then substitute *un niño* and have the class pronounce. Do the same with *niña*.

"Bueno, clase. Ahora, escúchenme de nuevo."

Maestra: "¿Quién es, Pepe?" (point to a girl and display the card *quién*)

Pepe: "Es una niña."

Maestra: "¿Dónde está ella?" (show card of *dónde* and translate once)

Pepe: "Ella está en la clase de español."

Maestra: "Ella *es* una niña. Y también ella *está* en la clase."

Take time to write this on board and emphasize the difference.

Repeat with "él es un niño" etc. Take time to show the difference between *el* with an accent mark and without one. Practice this dialogue all around the class, first teacher to student and then student to student. You can vary this with "es una maestra" etc. By the simple method of pointing, let the children be sure they understand *yo* and *tú* and *usted* and *él* and *ella*.

La Maestra: "Muy bien, clase. **Eso es todo por hoy.** Aquí están los ejercicios de repaso. Hasta luego, clase."

_____	¿Cómo está usted?	a.	a girl
_____	La niña	b.	in, on
_____	Una niña	c.	the boy
_____	¿Cómo estás tú?	d.	how are you? (familiar)
_____	el niño	e.	you (formal)
_____	Un niño	f.	you (familiar)
_____	Hoy	g.	today
_____	También	h.	he
_____	él	i.	is
_____	¿quién?	j.	who?
_____	Muy bien	k.	how is he?
_____	¿Cómo está él?	l.	how?
_____	ella	m.	where?
_____	es	n.	very well, fine
_____	¿Cómo está ella?	o.	also
_____	¿Dónde?	p.	the girl
_____	usted	q.	she
_____	en	r.	how is she?
_____	¿cómo?	s.	a boy
_____	tú	t.	how are you? (formal)

LA JURA DE FIDELIDAD

JURO FIDELIDAD A LA BANDERA DE LOS ESTADOS UNIDOS DE AMERICA, Y A LA REPÚBLICA QUE SIMBOLIZA: UNA NACIÓN, DIOS MEDIANTE, INDIVISIBLE, CON LIBERTAD Y JUSTICIA PARA TODOS.

ME LLAMO JUAN

MATERIALS: A permanent poster of the vowels: A E I O U
¿CÓMO TE LLAMAS TÚ?

Vocabulary flash cards: él, ella, usted, hola, tú, me llamo, te llamas, se llama, la mamá, el papá, el President de los Estados Unides, el doctor, el dentista, el actor

Order of the lesson:

Pledge of Allegiance

Ejercicio de repaso

Verb chart: Add *dice, llamarse, me llamo, te llamas, se llama.* Explain simply "to call" and "to call myself."

Vowel practice with the new poster. You can look at words in previous lessons and pronounce the vowels. While you are doing it, point out the pronunciation of *h (hola)* and *ll* and *j* and *ge* and *ñ* in other lessons.

Dialogues:

La Maestra (a Pepe): "Hola, niño. ¿Cómo te llamas?" (Display cards as you translate once.)

Pepe: "Hola, Señora. Me llamo Pepe."
(Do this once around the class.)

Pepe (a la maestra): "Hola, Señora. ¿Cómo se llama usted?"

Maestra: "Hola, niño. Me llamo la Señora _____."
(Do this with each child. Discuss the difference with the class.)

La Maestra (pointing to another student): "Hola. ¿Cómo se llama él?"

El Alumno: "El se llama _____."
(Do several times. Then change to " Cómo se llama ella?"

La Maestra (a Pepe): "Hola, Pepe. ¿Qué dicen los niños en la clase de español?"

Pepe: "Los niños dicen 'Hola, Señora, cómo se llama usted?'"
(Do this exchange with each student.)

Other possible dialogues:

¿Cómo te llamas?
¿Cómo se llama él?

MI LLAMO JUAN

¿Cómo se llama ella?
¿Cómo se llama la maestra?
¿Cómo se llama tu papá?
¿Cómo se llama tu mamá?
¿Cómo se llama el doctor?
¿Cómo se llama el dentista?
¿Cómo se llama el Presidente de los Estodos Unidos?
¿Cómo se llama el acter?
¿Cómo se llama la mamá de Juan?
¿Cóme se llama el papá de Maria?
etc. etc.

Give out homework sheet, using the ditto from the folder that corresponds to this lessen. (Always bemember that these exercises can be done in dlass on the day of the lesson or at the beginning of the next, depending on how each individual group reacts to the work.)

Me Llamo Juan Ejercicios de Repaso

____	me llamo	a.	his name is
____	él se llama	b.	my name is
____	¿cómo te llamas tú?	c.	hello
____	ella se llama	d.	her name is
____	¿cómo se llama usted?	e.	what is your name? (familiar)
____	hola	f.	what is your name? (formal)

Draw two people shaking hands. Have one of them saying, "Hello. What is your name?" (formal). Have the other saying, "My name is Juan."

Draw two children shaking hands. Have one of them saying, "Hello. What is your name?" (familiar). Have the other saying, "My name is Ana."

¿CÓMO ESTAMOS HOY?

MATERIALS: Any magazine or newspaper pictures illustrating the various "conditions" in the new vocabulary. Have the children bring in some of the pictures.

VOCABULARY: estoy, estás, está, estamos, están, contento (a), enfermo (a), ocupado (a), preocupado (a), cansado (a).

ORDER OF THE LESSON:

Pledge of Allegiance

Repaso

Verb Chart (optional)

Begin the New Lesson:

First, learn the new vocabulary, using the pictures in conjunction with the vocabulary flashcards (or written on the board). Children repeat the new vocabulary several times and the teacher should emphasize the O and the A endings.

Conversational practice: build on the following suggested patterns:

Maestra: (using proper picture) Estoy contenta. (Points to boy) Juan está contento. (Points to girl) María está contenta. (Indicating the group together) Estamos contentos. (Points to two boys) Ellos están contentos. (Points to two girls) Ellas están contentas.

The procedure should be repeated with all the new vocabulary.

Then the teacher can build on the following suggestions for question-answer conversations:

¿Cómo estás, Juan?
¿Cómo estás, María?
¿Cómo está Juan?
¿Cómo están Juan y Roberto?
¿Cómo están María y Ana?
etc.
Juan, ¿estás enfermo?
Estamos todos enfermos?
etc.
¿Está ocupado el Presidente de los Estados Unidos?
¿Está ocupada la mamá de Juan?
etc.

Use Ejercicios de Repaso, ditto sheets, etc. at the discretion of the teacher.

¿CÓMO ESTAMOS HOY? - EJERCICIO DE REPASO

_____1.	él está contento	a.	John isn't worried
_____2.	estoy enfermo(a)	b.	they (feminine) are sick
_____3.	estamos cansados	c.	she is happy
_____4.	María está preocupada	d.	you (familiar) are busy
_____5.	tú estás ocupado(a)	e.	Mary is worried
_____6.	ellas están enfermas	f.	you (familiar) are not busy
_____7.	Juan no está preocupado	g.	we are tired
_____8.	tú no estás ocupado(a)	h.	I am sick
_____9.	ellos están enfermos	i.	he is happy
_____10.	ella está contenta	j.	they (masculine) are sick

Try your hand at writing some questions and answers below:

¿CÓMO SOMOS?

MATERIALS: pictures of people that are tall, short, slender, fat, pretty, handsome, blonde, brunette, and "nice".

VOCABULARY: soy, eres, es, somos, son, simpático(a), alto(a), bajo(a) gordo(a), delgado(a), bonita, guapo, rubio(a), moreno(a), cómo?

ORDER OF THE LESSON:

Pledge of Allegiance

Repaso

Verb Chart: All forms of SER

NEW LESSON: Learn new vocabulary by repeating after the teacher while the appropriate pictures are displayed. The new words can be shown on flashcards or written on the board. Then the teacher can gradually lead the class into a dialogue of questions and answers:

MARIA ES ALTA

Maestra: Niños, ¿cómo es María? María es baja, bonita, y rubia.
(As the teacher says the descriptive words, she should point to Maria's height, face, and blonde hair, varying the words according to the student's actual appearance.)

Ninos: Sí, María es baja, bonita, y rubia.

After several repetitions, explain to the class the meaning of "¿Cómo es ...?" as "What is Mary like?" Then many dialogues can be initiated based on the following suggestions:

1. ¿Cómo es Juan? Juan es bajo, guapo, y moreno. Juan es muy simpátco.
2. ¿Cómo eres tú?
3. ¿Cómo es la Maestra?
4. ¿Como es tu papá?
5. ¿Cómo es tu mamá?
   etc., etc., etc., etc.

When the teacher feels that the class understands, she should begin showing the contrast between "How is John today?" and "What is John like?"

1. ¿Cómo está Juan hoy? (muy bien muy mal, contento, ocupado, etc.)
2 ¿Cómo es Juan? (moreno, alto, simpático, gordo, guapo, etc.)

Then add "¿Dónde está Juan?" until the class can easily form the following combinations:
Juan está en la clase. Juan está contento. Juan es guapo y simpático.

(See Ditto folder and Ejericio de Repaso)

¿Cómo Somos? - Ejercicio de Repaso

1. Juan y Maria son simpáticos
2. soy gordo(a)
3. ella es delgada
4. él es guapo
5. María es rubia
6. ¿Cómo es Juan?
7. Somos altos
8. Ana es baja
9. Roberto es rubio y bajo
10. Elena es morena
11. Juan es simpático
12. La alumna es bonita
13. soy
14. eres
15. él es, ella es, es usted es
16. somos
17. son

a. John is nice
b. Mary is blonde
c. What is John like?
d. John and Mary are nice
e. I am fat
f. The girl student is pretty
g. Anne is short
h. we are tall
i. she is slender
j. he is handsome
k. Elena is brunette
l. somos altos
m. Robert is blonde and short
n. they are
o. I am
p. you (familiar) are
q. he is, she is, it is, you (formal) are

Vamos a Contar

MATERIALS: A poster board of numbers from zero to 40 and then by tens, 50, 60, 70, 80, 90, 100.

Vocabulary cards: vamos a, vamos a contar, él va a contar, ella va a contar, usted va a contar, tú vas a contar

Order of the lesson:

Pledge of Allegiance

Ejercicios de Repaso (be sure all notebooks come back in)

Verb chart: Enter *ir a* and all the forms of it above.

La Maestra: "Hola, clase. Hoy vamos a contar."

(Repeat, making the motions of counting on your fingers until they understand.)

"Repitan, por favor, después de mí: cero, uno, dos, tres etc."

(Go from 0 to 10, then 11 to 20, then 21 to 30, then 31 to 40. Repeat in unison and then let individuals try. You will be surprised at how quickly they learn. Then learn 50, 60 etc to 100.)

Learn the song "Diez Guapitos" to the tune of "Ten Little Indians."

"Uno, dos, y tres guapitos;

cuatro, cinco, séis guapitos;

siete, ocho, nueve guapitos;

diez guapitos son."

(Translate *guapitos* as "little cuties" to get a laugh!)

Most of this day can be spent in just learning numbers by any variation of method that appears appropriate. If there is time to spare, review anything that you deem important. Use the ejercicio de repaso for reading the numbers in Spanish.

Give out homework sheet.

Vamos a Contar

_____ uno
_____ dos
_____ tres
_____ cuatro
_____ cinco
_____ séis
_____ siete
_____ ocho
_____ nueve
_____ diez
_____ once
_____ doce
_____ trece
_____ catorce
_____ quince
_____ dieciséis
_____ diecisiete
_____ dieciocho
_____ diecinueve
_____ veinte
_____ veintiuno
_____ veintidós
_____ veintitrés
_____ veinticuatro
_____ veinticinco

Ejercicios de Repaso

_____ veintiséis
_____ veintisiete
_____ veintiocho
_____ veintinueve
_____ treinta
_____ treinta y uno
_____ treinta y dos
_____ treinta y tres
_____ treinta y cuatro
_____ treinta y cinco
_____ treinta y seis
_____ treinta y siete
_____ treinta y ocho
_____ treinta y nueve
_____ cuarenta
_____ cuarenta y uno etc

_____ cincuenta
_____ sesenta
_____ setenta
_____ ochenta
_____ noventa
_____ ciento (cien)

Write in the correct number by the word.

Dos y Dos Son----

MATERIALS: Chalk, the blackboard, and a review of all the numbers.

Vocabulary cards: vamos a sumar, vamos a restar, vamos a multiplicar, vamos a dividir.

Order of the lesson:

Pledge of Allegiance

Ejercicios de repaso

Explain that the class is going to learn to do some math problems in Spanish. Display the *vamos a* cards. Then on the board write the following:

Sumar:
dos y dos son cuatro

Restar:
cuatro menos dos, dos (no verb is generally used here in "everyday" Spanish)

Multiplicar:
dos por dos, cuatro

Dividir:
cuatro dividido por dos, dos

Explain so that when they go to the board, they will recognize the key words: *y, menos, por, dividido por.*

Most of this hour will be taken up by letting the two teams go to the board, one from each team, to work these problems. The volunteer teacher calls out, slowly, an identical problem in each category to the two competitors. They are to recognize the Spanish called out, put it into numbers, and work the problem correctly.

Most children are very enthusiastic over these sessions at the board!

Dos y Dos Son---- Ejercicios de Repaso

Write the correct numbers under the Spanish words:

1. uno y dos son tres

2. cinco por cinco, veinticinco

3. ocho menos siete, uno

4. quince dividido por tres, cinco

5. treinta y cuarenta son setenta

6. diecisiete menos cuatro, trece

7. once por dos, veintidós

8. treinta y seis dividido por nueve, cuatro

9. diez y nueve son diecinueve

10. sëis menos seis, cero

11. cuarenta y ocho y dos son cincuenta

¿Qué Hora Es?

MATERIALS: A large clock that you can operate from behind, or a cardboard clock with movable hands.

Vocabulary cards: qué, es, la hora, y media, y cuarto, menos cuarto, el reloj.

Order of the lesson:

Maestra (to Pepe): "Hola, Pepe. ¿Qué es esto?"

Pepe: "Es el reloj."

(Ask class. Then ask individuals.)

Maestra (to Pepe): "¿Qué hora es?" (display cards of new words)

Pepe: "Es la una."

(Show clock to class and ask the question for them to answer. Go through this teaching dialogue with all the hours left. Explain carefully the difference between "es la una" and "son las dos etc.")

Then display *y cuarto* and put the clock at 1:15.

Maestra: "Pepe, ¿qué hora es?"

Pepe: "Es la una y cuarto."

(Do the same with the class. Continue with "son las dos y cuarto etc.")

Follow this method with *y media* and *menos cuarto*. Always start with "es la una y media" and point out the difference between *es* and *son*.

Explain carefully that in Spanish you cannot say it is 1:45 or 2:45 but that you have to say "two minus 15" and "three minus 15."

Let each student hold the clock and pick out certain times to show the class so that everyone learns well about the hours.

Write the following on the board and let the class copy for the notebook:

Ando y ando;
Siempre estoy aquí;
Todos miran la cara
No tengo ojos;
No tengo nariz;
No tengo boca;
Pero tengo manos.
¿Quién soy?
El reloj.

Make a small clock face to illustrate all the following times:

1 o'clock	1:15	1:30
1:45	2 o'clock	2:15
2:30	2:45	11 o'clock
5:20	10:35	9:10

Write out in Spanish what time it is under each clock.

¿A Qué Hora?

MATERIALS: The clock, pictures of getting up, going to school, and going to bed.

Vocabulary flashcards: A qué hora?, te levantas, vas a, la escuela, te acuestas, se levanta, va a, se acuesta, voy a, me levanto, me acuesto.

Order of the lesson:

Pledge of Allegiance

Ejercicios de Repaso

Verb chart: All forms of *levantarse, ir a, acostarse.*

Dialogues:

Explain that you are going to learn how to say "what time do you get up" and "what time do you go to school" and "what time do you go to bed." First, you are going to learn this in the familiar way.

Maestra: "Hola, Pepe. ¿A qué hora te levantas?"

Pepe: Me levanto a las siete.

Display the pictures and flashcards that pertain. Repeat the question and answer several times. Then do the dialogue with class members; let some in the class also ask each other the question.

Repeat this pattern with Pepe, the pictures, and the flashcards with the following two dialogues:

Maestra: Pepe, ¿a qué hora vas a la escuela?

Pepe: Voy a la escuela a las ocho.

****

Maestra: Pepe, ¿a qué hora te acuestas?

Pepe: Me acuesto a las diez.

Repeat with class members; allow students to ask each other these questions. Then tell them that you are also going to learn the formal form of this, the form to use with those who are not of the family or of the same age:

(continued on next page)

¿A Qué Hora?

Pepe: Hola, Señora. ¿A qué hora se levanta usted?

Maestra: Me levanto at las seis y media.

Allow all the class now to question the teacher on this drill and on those that teach *va a* and *se acuesta*. Display all pictures and flashcards that pertain to each dialogue.

Note: You may want to point out that the answers in each dialogue are the same. If time permits, use the dialogues freely, first asking the students and then allowing them to use the *usted* form back to you.

Give out Ejercicios de Repaso.

¿A Qué Hora? Ejercicios de Repaso

_____	¿a qué hora?	a.	he goes to bed
_____	vas a	b.	the school
_____	la escuela	c.	you go (familiar)
_____	te levantas	d.	you go to bed (formal)
_____	me acuesto	e.	I get up
_____	voy a	f.	he goes
_____	usted va a	g.	you go to bed (familiar)
_____	él va a	h.	I go to bed
_____	ella va a	i.	you go (formal)
_____	usted se levanta	j.	she gets up
_____	él se levanta	k.	I go
_____	ella se levanta	l.	you get up (familiar)
_____	me levanto	m.	at what time?
_____	te acuestas	n.	she goes to bed
_____	él se acuesta	o.	he gets up
_____	usted se acuesta	p.	she goes
_____	ella se acuesta	q.	you get up (formal)

Translate the question first; then write the answer in Spanish.

1. ¿A qué hora te levantas?

   Q.

   A.

2. ¿A qué hora vas a la escuela?

   Q.

   A.

3. ¿A qué hora te acuestas?

   Q.

   A.

¿Qué Día Es?

MATERIALS: A poster-sized calendar with the days in Spanish.

Vocabulary cards: el calendario, la semana, son, hoy, el día, estos, lunes, martes, miércoles, jueves, viernes, sábado, domingo, los días.

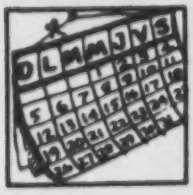
Order of the lesson:

Pledge of Allegiance

Ejercicios de repaso

Verb chart: Add in *son*.

Teaching the days of the week:



La Maestra: "Hola, Pepe. ¿Qué es esto?" (Points to calendar)

Pepe: "Hola, Señora. Es el calendario."

(First ask the class the same question. Then ask each pupil.) The teacher does the same dialogue with *es el día* and *es la semana*, first with Pepe and then with individual students. Remember to display vocabulary cards.

La Maestra: "Muy bien, clase. Ahora, repitan después de mí: Los días de la semana son lunes, martes, miércoles, jueves, viernes, sábado, y domingo."

(As you say each one, display the card and allow the class to repeat.)

"¿Qué día es hoy?" (point to the day's date)

"Hoy es _____." (Do this dialogue with each child.)

(Then point to the other days one at a time, saying "¿Qué día es?" and allow the children to answer.)

Vowel and consonant review: Let one child stand in the middle of a circle. He closes his eyes and turns around as he points forward saying the "A E I O U" rhyme. The person to whom he is pointing as he stops and says the word *tu* is It for the next game.

Give out homework sheet.

¿Qué Día Es? Ejercicios de Repaso

_____	domingo	a. Saturday
_____	el calendario	b. the week
_____	jueves	c. Tuesday
_____	la semana	d. Sunday
_____	martes	e. the calendar
_____	son	f. Thursday
_____	lunes	g. the days
_____	los días	h. Wednesday
_____	miércoles	i. the day
_____	el día	j. Friday
_____	sábado	k. they are
_____	estos	l. Monday
_____	viernes	m. these

Draw below a calendar of this month in Spanish:

¿EN QUÉ MES ESTAMOS?

MATERIALS: an entire calendar of months, a picture of a birthday party, and perhaps pictures of other commonly celebrated holidays.

VOCABULARY: el mes, los meses, el año, el cumpleaños, ¿cuándo es?, mi, tu, su (plus names of the 12 months)

ORDER OF THE LESSON:

Pledge of Allegiance

Repaso

Begin the new lesson:

First learn the new vocabulary, concentrating on the names of the 12 months. Make a competition based on "Who can say all 12 months first?" Then begin drawing the students into a question-answer dialogue:

un pastel de cumpleaños

mi cumpleaños es el _____

de _____ de 19 _____.

Questions for conversation:

¿Cuántos meses hay en el año?
¿En qué mes estamos ahora?
¿Cuándo es tu cumpleaños?
¿Cuándo es el cumpleaños de tu papá?
de tu mamá?
de la maestra?
de tu abuelo?
de los Estados Unidos?
etc., etc., etc.

¿Cuándo es La Navidad?
¿Cuándo es el Día de Cristóbal Colón?
¿Cuando es el cumpleaños de George Washington?
¿Cuándo es el Día de Los Enamorados?
etc., etc., etc.

See Ejercicio de Repaso, the Ditto Folder, and HABLO CON PERICO, pg. 21.

¿En Qué Mes Estamos? - Ejercicio de Repaso

WRITE IN THE SPANISH NAME FOR EACH OF THESE MONTHS:

JANUARY -

FEBRUARY -

MARCH -

APRIL -

MAY -

JUNE -

JULY -

AUGUST -

SEPTEMBER -

OCTOBER -

NOVEMBER -

DECEMBER -

COMPLETE THE FOLLOWING SENTENCES IN SPANISH:

El cumpleaños de mi papá es

El cumpleaños de mi mamá es

El cumpleaños de la maestra es

Mi cumpleaños es

Mi Familia

MATERIALS: Various pictures of families or separate people who could fit all the relationships indicated in the text.

Vocabulary: las personas, cuántas?, los abuelos, el papá, la mamá, el hermano, la hermana, el tío, la tía, el primo, la prima, la familia, hay

Order of the lesson:

Pledge of Allegiance

Ejercicios de repaso

Verb sheet: Enter *hay* and *haber*.

Dialogues: "Hola, Pepe. ¿Cuántas personas hay en tú familia?"

(Display picture of a family and all new vocabulary cards as you repeat this question to Pepe several times. Translate all new words clearly several times.)

"Hay diez personas en mi familia. Son el papá, la mamá, el tío, la tía, el hermano, la hermana, el primo, la prima, y los abuelos."

(Show pictures of each as you name the person. Translate once or twice. Be sure to make sure that HAY means "there is, there are" and SON means "they are.")

Dialogue of repetition for each student:

Teacher: (with picture) "¿Es una familia?"

Student: "Sí. Es una familia."

Teacher: "¿Cuántas personas hay en tu familia?"

Student: "Hay _____ personas en mi familia. Son....."

Note: Try to elicit numbers, such as "hay tres hermanas" etc. Bear down on the "there is-there are" duality of *hay*. Let the students ask these questions of one another.

Game of their choice.

Hand out Ejercicios de Repaso to do for next class.

Mi Familia Ejercicios de Repaso

_____	la mamá	a. there are
_____	¿cuántas?	b. the family
_____	los abuelos	c. the cousin (girl)
_____	el primo	d. the aunt
_____	el papá	e. the grandparents
_____	la hermana	f. the uncle
_____	la prima	g. the cousin (boy)
_____	el tío	h. the brother
_____	el hermano	i. in
_____	hay	j. the sister
_____	la tía	k. how many?
_____	la familia	l. your (familiar)
_____	las personas	m. my
_____	hay	n. the father
_____	en	o. the persons
_____	tú	p. the mother
_____	mi	q. there is

Below, draw all the people in your family and label them in Spanish:

Mi Casa

MATERIALS: Any kind of open doll house, etc., or a poster showing a typical house plan drawing.

VOCABULARY: mi casa, la sala, el comedor, la cocina, el baño, la recámara, el dormitorio, la habitación, el patio, el jardín, el garaje, cuantos, el cuarto.

ORDER OF THE LESSON:

Pledge of Allegiance

Ejercicios de Repaso

Dialogues:

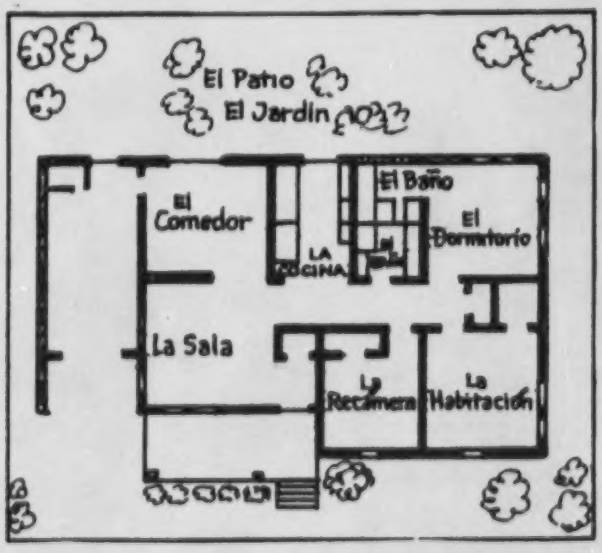
Maestra: "Hola, Pepe. ¿Cuantas habitaciones hay en tu casa?" *

(As Pepe gives the answer below, show a picture of each room and also display the matching vocabulary word.)

Pepe: "Hay ocho habitaciones. Hay una sala, un comedor, una cocina, dos baños, y tres dormitorios. También hay un patio, un jardín, y un garaje."

Maestra: "Muy bien, Pepe. Gracias"

Pepe: "De nada, Senora."



* Define "habitación" as "room".

Mi Casa

Dialogues to each student:

Begin with "cuántas habitaciones "Use any variations that come to mind. Let the students converse with each other.

Play a game of their choice.

Give out homework.

Mi Casa Ejercicios de Repaso

_____	mi casa	a. the garage
_____	tu casa	b. my house
_____	la sala	c. how many?
_____	¿cuántos?	d. the garden
_____	el comedor	e. the patio
_____	el baño	f. the dining room
_____	la recámara	g. the kitchen
_____	el dormitorio	h. the living room
_____	el patio	i. the bedroom
_____	la habitación	j. your house (familiar)
_____	la cocina	k. the bathroom
_____	el jardín	l. the room
_____	el garaje	m. the bedroom

Draw below a plan of your house and label it in Spanish:

¿DÓNDE VIVO YO?

MATERIALS: pictures of a country scene with cows, horses, tractors, hen and chickens, etc., picture of a city scene with buildings, buses, cars, parks, etc.

VOCABULARY: vivo, vives, vive, veo, la vaca, el caballo, las gallinas, los pollitos, el tractor de papá, los edificios, el parque, el autobús, el coche (carro), el campo, la ciudad.

ORDER OF THE LESSON:

Pledge of Allegiance

Repaso

Verb Chart: vivo, vives, vive, veo

Beginning the new Lesson: Learn the new vocabulary, using the pictures and vocabulary flashcards (or write the words on the board). Then the teacher can begin initiating conversations:

Maestra: Yo vivo en la ciudad, María. ¿Dónde vives tú?

Maria: Yo vivo en la ciudad (o el campo).

Maestra: Juan, ¿dónde vive Maria?

Continue the above with as many students as possible, until all understand the different forms of the verb.

LA Ciudad

EL CAMPO

Continued dialogue:

Maestra: Yo vivo en la ciudad. Veo el autobús, los coches (o carros o autos) el parque, y los edificios.

(Let the children take turns pointing out all these things in the picture of the city scene.)

Maestra: Yo vivo en el campo. Veo la vaca, el caballo, las gallinas, los pollitos, y el tractor de papá.

(Let the students take turns again to point all these things out in the picture.)

(See Ejercicio de Repaso, the Ditto Folder and HABLO CON PERICO, 33, 34 35, 37.)

¿Dónde Vivo Yo? - Ejercicio de Repaso

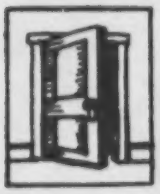
WRITE OUT THE MEANINGS IN ENGLISH"

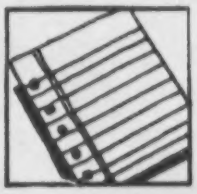
1. yo vivo
2. la vaca
3. el caballo
4. tú vives
5. él vive
6. yo veo
7. la ciudad
8. ella vive
9. usted vive
10. las gallinas
11. los pollitos
12. el tractor de papá
13. los edificios
14. el parque
15. el autobús
16. el coche (carro, auto)
17. el campo

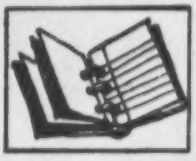
La Sala de Clase

MATERIALS: Objects that are in the classroom, such as the wall, the floor, the window, the door, the light (or lamp), the desk (student's), the paper, the book, the pencil, the ballpoint, the pen, the chalk, the notebook, the blackboard, the ruler, blackboard eraser, pencil eraser.

Vocabulary flashcards: la pared, el suelo, la ventana, la puerta, la luz (and la lámpara), el pupitre, el papel, el libro, el lápiz, el boli (bolígrafo), la pluma, la tiza, el cuaderno, la pizarra, la regla, el borrador, tengo, tienes, tiene, aquí.







Order of the lesson:

Pledge of Allegiance

Verb sheet: Enter *tener, tengo, tienes, tiene.*

Explain that today Pepe will help the class learn about many things in the classroom:

1. Maestra: "Hola, Pepe. ¿Qué es esto?" (Hold up a pencil.)

   Pepe: "Hola, Señora. Eso es un lápiz."

Repeat the question and answer with the class.

First with Pepe and then with the class, repeat the dialogue with all the other objects, always displaying the card with each new word. With the door, wall, window etc, the teacher will move to the object to touch it.

2. Maestra: "Hola, Pepe. ¿Qué tengo yo?" (Hold the pencil to yourself.)

   Pepe: "Usted tiene un lápiz."

Repeat with class. Then give a good student the pencil and reverse the questions:

Maestra: "Hola, _____. ¿Qué tienes tú?"

Alumno: "Yo tengo un lápiz."

Display words, discuss verb differences as you practice the above with all.

3. With the objects that you cannot "have" in your grasp, do this:

Maestra: "Hola, _____. ¿Dónde está la ventana?" (Motion to him to go to it.)

Alumno: "Aquí está la ventana."

Let each child participate in this exercise, adding "puerta" etc.

La Sala de Clase — Ejercicios de Repaso

_____	la pluma	a. what?
_____	la pared	b. the ballpoint
_____	el suelo	c. the eraser
_____	tengo	d. the desk
_____	el pupitre	e. the pencil
_____	la lámpara	f. here
_____	la luz	g. I have
_____	la ventana	h. the notebook
_____	la puerta	i. the ruler
_____	el lápiz	j. the lamp
_____	el libro	k. you (familiar) have
_____	tú tienes	l. the book
_____	el papel	m. the blackboard
_____	la regla	n. the door
_____	la tiza	o. the window
_____	la pizarra	p. the chalk
_____	usted, él, ella tiene	q. you (formal) have, he - she has
_____	el cuaderno	r. the wall
_____	el borrador	s. the light
_____	aquí	t. the pen
_____	el bolígrafo	u. the paper
_____	¿qué?	v. the floor

(Ejercicios de Repaso continued on next page)

Traduzcan del inglés al español: (Write your translations below.)

1. You (formal) have a pencil.
2. What do you (familiar) have?
3. You (familiar) have a notebook.
4. He has a pen, a ruler, and the chalk.
5. She has a book, the ballpoint, and the paper.
6. Where is the door? Here is the window.

¿Qué Hacemos en la Clase?

MATERIALS: Book, paper, blackboard, chalk.

Vocabulary cards: hago, escribo, hablo, estudio, escribes, escribe, hablas, habla, estudias, estudia.

Order of the lesson:

Pledge of Allegiance

Ejercicios de Repaso

Verb chart: Enter all the above, with infinitives, and explain them.

The volunteer teacher teaches all the above actions through the following dialogues, acting them out as much as possible and always displaying the cards:

Maestra (to Pepe as she writes on the board): "¿Qué hago yo?"

Pepe: "Usted escribe en la pizarra."

Maestra: "Sí, escribo en la pizarra." (Say this slowly to the class.)

***** ***** *****

Maestra (to a student as she writes on the board): " Que hago yo, _____?"

Alumno: "Usted escribe en la pizarra."

Use this same pattern for *escribo en el papel, estudio el libro* and *hablo español*. Each time begin with Pepe and then work with the students.

This pattern, as always, can be varied with "¿Qué haces tú?"

"¿Qué hace él?"

"¿Qué hace ella?"

Repeat until all have had several chances to practice each dialogue.

¿Qué Hacemos en la Clase? Ejercicios de Repaso

1. usted escribe	a. she studies, is studying
2. hago	b. he speaks, is speaking
3. él escribe	c. I do, make
4. yo hablo	d. you (formal) write, are writing
5. tú hablas	e. I write, am writing
6. yo escribo	f. he writes, is writing
7. usted habla	g. I speak
8. tú escribes	h. you (familiar) speak, are speaking
9. ella habla	i. he studies, is studying
10. usted estudia	j. you (familiar) write, are writing
11. tú estudias	k. you (formal) study, are studying
12. él habla	l. you (familiar) study, are studying
13. él estudia	m. she speaks, is speaking
14. ella estudia	n. you (formal) speak, are speaking

Traduzcan, por favor, del ingles al espanol:

1. What is she doing?

2. She is writing on the blackboard.

3. What am I doing?

4. You are speaking Spanish (student speaking to the teacher).

5. What is he doing?

6. He is studying the book.

7. What are you doing? (teacher to student)

8. I am writing on the paper.

Los Animales

MATERIALS: Pictures of a cat, a dog, a horse, a cow, a chicken, a rooster, a duck, a pig, a bear, a tiger, a lion, a wolf, an elephant, a monkey, a farmhouse scene, a wild woodland scene.

Vocabulary flashcards: el animal, los animales salvajes, domésticos, de la granja, el gato, el perro, el caballo, la vaca, la gallina, el gallo, el pato, el cerdo, el oso, el lobo, el tigre, el león, el elefante, el mono.

Order of the lesson:

Pledge of Allegiance

Ejercicios de Repaso

Dialogues:

Maestra: "Hola, clase. Los animales domésticos : el gato (show picture and word), el perro (show picture and word).
(Repeat several times. Ask several students "¿Qué es?" while holding up the pictures alternately.)

Maestra: (in turn to all students) "Hola. ¿Hay un gato en tu casa?"

Student: "Sí, hay un gato en mi casa."

Maestra: "¿Cómo se llama el gato?"

Student: " Se llama _____" (if the student says "no hay gato en mi casa," go to the next student).

Repeat above with "el perro."

Maestra: "Muy bien, clase. Ahora, los animales de la granja." Repeat drill with pictures, but instead of asking "hay un gato en tu casa," ask instead "¿cómo hace el gallo?" etc.

Maestra: "Excelente, clase. Ahora, los animales salvajes."

Drill with pictures and flashcards until they can identify the pictures without seeing the words.

Mix all pictures together. Hold up one at a time. Let the class teams see who on each team can identify the picture in Spanish first.

Give out Ejercicios de Repaso.

Los Animales

Ejercicios de Repaso

_____	el gato	a. the animal
_____	el tigre	b. the cat
_____	el elefante	c. the bear
_____	de la granja	d. the wolf
_____	el animal	e. the cow
_____	los animales salvajes	f. the elephant
_____	domésticos	g. the lion
_____	el mono	h. the tiger
_____	el lobo	i. domesticated
_____	el perro	j. the horse
_____	el caballo	k. the duck
_____	la vaca	l. the rooster
_____	la gallina	m. the wild animals
_____	el oso	n. of the farm
_____	el gallo	o. the chicken
_____	el león	p. the monkey
_____	el pato	q. the dog

Draw below some of your favorite animals and label them in Spanish:

Las Tres Comidas

MATERIALS: magazine pictures of a typical breakfast, lunch, and dinner. (note the items taught in the vocabulary; add others if you like.)

VOCABULARY: el desayuno:
el tocino, los huevos fritos, los huevos revueltos, el pan tostado (las tostadas), el cereal, la leche, el azúcar, la mantequilla, la mermelada de fresas.
el almuerzo:
el sándwich, la hamburguesa, la limonada, Coca-Cola, la mayonesa, la salsa de tomate, el queso, la lechuga, la mostaza, las frutas.
la cena:
el pollo frito, el arroz, el espárragos, la ensalada de gelatina.
el pastel de manzana.
como, comes, come

ORDER OF THE LESSON:

Pledge of Allegiance

Repaso

Verb Chart: como, comes, come

EL Pastel de MANZANA

Beginning the new Lesson:

First, learn the new vocabulary with the pictures and flashcards (or on the board). Then begin usual dialogues thus:

Juan, ¿qué comes en el desayuno?
(para el desayuno)

Yo como .....

Continue with el almuerzo and la cena, being sure to work in all forms of the verb that are indicated.

See also the Ejercicio de Repaso, the Ditto Folder, and HABLO CON PERICO.

EL Sandwich

EL CEREAL
y
LA LECHE

62

Las Tres Comidas - Ejercicio de Repaso

WRITE OUT THE MEANINGS IN SPANISH:

1. bacon
2. fried eggs
3. scrambled eggs
4. toast
5. cereal
6. milk
7. sugar
8. butter
9. strawberry jam
10. sandwich
11. hamburger
12. lemonade
13. mayonnaise
14. tomato catsup
15. cheese
16. lettuce
17. mustard
18. fruits
19. fried chicken
20. rice
21. asparagus
22. gelatin salad
23. apple pie

Comemos en un Restaurante

MATERIALS: Four each of plastic knives, forks, spoons, glasses, and cups, pictures of roast beef, fried potatoes, green beans, peas, a glass of milk, a glass of tea, a cup of coffee, chocolate ice cream, bread, butter, and salad.

VOCABULARY: el camarero, la camarera, el restaurante, la mesa, el tenedor, el cuchillo, la cuchara, el vaso, la taza, el café, el té, el rosbif, las patatas (o papas) fritas, la leche, las judías verdes, los guisantes, el pan, la mantequilla, la ensalada, helado de chocolate, el menú, quiero, quiere, desea.

ORDER OF THE LESSON:

Pledge of Allegiance

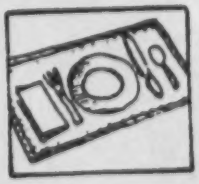
Repaso

Verb Chart

Setting up the new Lesson:

Begin by learning the new vocabulary from the pictures displayed and the flashcards (or words written on the board). Then let the students arrange the four place settings. Select four students to sit at the table and one to be the camarero (or camarera). Help this group to learn the following dialogue:

Camarero: Buenos días, Senor. (or Señora) ¿Qué desea usted hoy?
El Senor: No sé. ¿Qué hay en el menú?
Camarero: ¿Desea rosbif?
El Senor: Sí. Quiero rosbif. (No, no quiero rosbif)



The camarero then continues with the rest of the menu, asking each diner in turn what he wants:

rosbif	pan y mantequilla
patatas (papas) fritas	un vaso de leche
judías verdes	un vaso de té
guisantes	una taza de café
ensalada	helado de chocolate

As many students as possible should have the opportunity to be both a waiter and a diner.

Use the Ejercicio de Repaso as an oral review of vocabulary and the class giving the matching translation. See your Ditto Folder for the exercise on making out a menu in Spanish as part of the class, if time permits.

Pages 36 and 38 of the book HABLO CON PERICO also make additional exercises for a class that meets more than once a week.

Comemos en un Restaurante Ejercicios de Repaso

____ el restaurante
____ la camarera
____ la taza de café
____ las papas fritas
____ la leche
____ la ensalada
____ el vaso
____ el pan
____ la taza
____ la mantequilla
____ el vaso de leche
____ la cuchara
____ el rosbif
____ las judías verdes
____ los guisantes
____ el cuchillo
____ el tenedor
____ el vaso de té
____ el helado de chocolate
____ el camarero

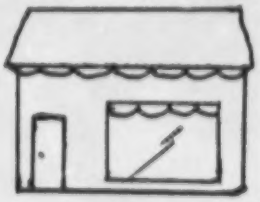
a. the cup of coffee
b. the waiter
c. the peas
d. the butter
e. the chocolate ice cream
f. the glass of tea
g. the fork
h. the roast beef
i. the waitress
j. the salad
k. the knife
l. the green beans
m. the cup
n. the fried potatoes
o. the spoon
p. the milk
q. the glass
r. the bread
s. the glass of milk
t. the restaurant

Design a pretty menu below with foods written in Spanish.

Cuando Vamos al Centro.....

MATERIALS: Pictures of a city scene, a pharmacy, a bank, a store, a jewelry store, a library, a park, an office.

VOCABULARY: el centro, el banco, la tienda, la joyería, la biblioteca, farmacia el parque, la oficina, cuando, voy a, vas a, va a, vamos a, adónde?



LA TIENDA

ORDER OF THE LESSON:

Pledge of Allegiance

Repaso

Verb Chart: voy a, vas a, va a, vamos a

Beginning the new lesson:

First learn the new vocabulary, using the pictures and flashcards (or write the words on the board). When the students can readily identify in Spanish the places indicated in the vocabulary list, the teacher may proceed to teach the key words cuando and adonde. Now the class is ready to practice with the usual question and answer conversations:

Maestra: Cuando voy al centro, voy al banco. (show picture of bank)

Juan, cuándo vas al centro, ¿adónde vas? (show picture of the store or any other picture)

Juan: Cuando voy al centro, voy a la tienda.

Maestra: (still showing picture of the store) Muy bien, Juan. María, ¿adónde va Juan en el centro?

These and many other questions can be used in order to use all the forms of the verb included in the lesson. Let the students take turns holding up pictures at random and questioning each other.

NOTE: you may include other vocabularies with such questions as these:
¿Cuántos bancos hay en el centro?

¿Cuántas tiendas hay en el centro?

etc., etc., etc.

SEE: Ejercicio de Repaso and the Ditto Folder.

LA BIBLIOTECA

Cuando Vamos al Centro - Ejercicio de Repaso

1. _____ Cuando
2. _____ voy a
3. _____ la tienda
4. _____ la bibioteca
5. _____ vamos a
6. _____ adónde?
7. _____ vas a
8. _____ él va a
   ella va a
   usted va a
9. _____ el centro
10. _____ la farmacia
11. _____ el banco
12. _____ la oficina
13. _____ la joyería
14. _____ el parque

a. downtown
b. when
c. the office
d. the library
e. the jewelry store
f. I go
g. the bank
h. the pharmacy
i. we go
j. where?
k. you go (familiar)
l. he goes
   she goes
   you go (formal)
m. the store
n. the park

Mi Cuerpo

MATERIALS: Magazine pictures of the head, the face, the hair, the eyes, the nose, the mouth, the teeth, the ears, the chin, the arm, the hand, the leg, the fingers, the foot, the toes.

Vocabulary cards: la cabeza, la cara, el pelo, los ojos, el cuerpo, la nariz, la boca, los dientes, las orejas, mi, la barbilla, el brazo, mucho, la mano, la pierna, los dedos, el pie, los dedos del pie, la frente.

Order of the lesson:

Pledge of Allegiance

Ejercicio de Repaso

First teach the part of the body through a picture, pointing to the actual part of the body, and displaying the vocabulary card. Repeat each one several times.

Then continue as follows:

¿Qué tengo yo en mi cuerpo?

Tengo una cabeza (let the class repeat).

Tengo una cara (they repeat).

Tengo dos ojos (they repeat).

Tengo mucho pelo

Go through the entire list, then let students stand and ask the question and try to go through the entire list.

You can vary this by changing to *¿Qué tiene él?* or *¿Qué tiene ella?*

If there is class time left, let them do math at the board or play the game of "make a sentence." (Using the double sets of vocabulary cards.)

Mi Cuerpo Ejercicios de Repaso

_____	la cabeza	a. the hair
_____	la cara	b. the chin
_____	el pelo	c. the head
_____	los ojos	d. the foot
_____	el cuerpo	e. the arm
_____	la nariz	f. the leg
_____	la boca	g. the ears
_____	los dientes	h. the eyes
_____	las orejas	i. the mouth
_____	mucho, muchos	j. the face
_____	la barbilla	k. the nose
_____	el brazo	l. the teeth
_____	mi	m. the hand
_____	la mano	n. the fingers
_____	la pierna	o. the toes
_____	los dedos	p. much, many
_____	el pie	q. the body
_____	los dedos del pie	r. my

Traduzcan, por favor, del inglés al español:

I have in my body one head, one face, much hair, one nose, two eyes, two ears, one mouth, many teeth, one chin, two arms, two hands, two legs, ten fingers, two feet, and ten toes.

La Ropa

MATERIALS: Magazine pictures of a shirt (man's), a blouse, a skirt, pants, a dress, blue jeans, an overcoat, a suit (man's), a pant suit (woman's), a hat, a scarf, gloves, socks, shoes.

Vocabulary cards: la camisa, la blusa, la falda, los pantalones, el vestido, los bluyines, el abrigo, el traje, el traje de pantalones, el sombrero, la bufanda, los guantes, los calcetines, los zapatos, me gusta, te gusta, le gusta, me gustan, te gustan, le gustan, la chaqueta, el suéter.

Order of the lesson:

Pledge of Allegiance

Enter all the forms of *gustarse* in the verb chart.

Teach the articles of clothing first by showing the picture and displaying the card. Repeat several times and have the class repeat in unison. Then show the pictures and ask "¿Qué es esto?" to see if they are remembering.

Then write on the board:

¿Te gusta la falda? Sí, me gusta la falda. (to a student)

¿le gusta la falda? Sí, me gusta la falda. (to the teacher)

¿Te gustan las faldas? Sí, me gustan las faldas.

¿le gustan las faldas? Sí, me gustan las faldas.

Explain how this verb works "backwards": Yes, to me is pleasing the skirt Yes, to me are pleasing the skirts.

Be sure they understand the plural change.
Now the teacher can use these questions with all the articles of clothing.

Note: explain the "bluyines" is a made-up word. Teach "los vaqueros" and "los pantalones de vaqueros" if you wish.

La Ropa Ejercicios de Repaso

_____	la camisa	a.	you (formal) like
_____	la blusa	b.	the hat
_____	la falda	c.	you (familiar) like
_____	los pantalones	d.	the shirt
_____	el vestido	e.	I like
_____	los bluyines	f.	the shoes
_____	el abrigo	g.	the overcoat
_____	el traje	h.	the suit (man's)
_____	el traje de pantalones	i.	the skirt
_____	el sombrero	j.	the gloves
_____	la bufanda	k.	the pantsuit (woman's)
_____	los guantes	l.	the scarf
_____	los calcetines	m.	the dress
_____	los zapatos	n.	the blue jeans
_____	me gusta, me gustan	o.	the socks
_____	te gusta, te gustan	p.	the blouse
_____	le gusta, le gustan	q.	the pants

Traduzcan, por favor, del inglés al español

1. Do you like the skirt? (teacher asks the student)

2. Yes, I like the skirt. No, I don't like the skirt.

3. Do you like the blouses? (student asks the teacher)

4. Yes, I like the blouses. No, I don't like the blouses.

5. The child (boy) has a hat.

6. The student (girl) has socks.

Los Colores

MATERIALS: Strips of construction paper in these colors: White, black, gray, green, blue, orange, red, brown, pink, yellow.

The pictures of clothing from the last week. The clothing in the classroom.

Vocabulary cards: blanco, blanca; negro, negra; gris; verde, azul; naranja; rojo, roja; pardo, parda; amarillo, amarilla; rosado, rosada; nuevo, nueva; bonito, bonita; de qué color?

Order of the lesson:

Pledge of Allegiance

Ejercicios de Repaso

Teach the colors first by holding up the strips one at a time and repeating the new word while the card is displayed. Let the class repeat after you. Then put away the cards and let them try to say the words as you hold up the papers.

Then write the following on the board:

el vestido blanco	la blusa blanca
los vestidos blancos	las blusas blancas

(Practice all the above with negro, rojo, pardo, amarillo, rosado.)

Then, without erasing the first, write also the following:

el vestido verde	la blusa verde
los vestidos verdes	las blusas verdes

(Do the above with gris, grises; azul, azules; and naranja.
* Note: *naranja* is used for both singular and plural in Spain, i.e., el vestido naranja, los vestidos naranja; la blusa naranja, las blusas naranja. Don't dwell on this if it seems too confusing.)

Then you can take up the pictures and ask "De qué color es _____" The same question and answer dialogue can be done with clothing worn by the students.

Widen the dialogue now by adding:

"¿Es nuevo el vestido?"	"¿Es bonito el sombrero?"
"¿Es nueva la camisa?" etc etc	"¿Es bonita la falda?"

* Teach "anaranjado" if you prefer

Los Colores Ejercicios de Repaso

_____	rojo, roja	a. black
_____	amarillo, amarilla	b. red
_____	gris	c. brown
_____	negro, negra	d. green
_____	blanco, blanca	e. blue
_____	azul	f. white
_____	verde	g. orange
_____	naranja*	h. pink
_____	rosado, rosada	i. brown
_____	pardo, parda	j. yellow

Draw figures wearing all the clothing you know. Color the clothing and label the colors used.

* Substitute "Anaranjado" if you prefer

¿Qué Llevo Puesto Yo?

MATERIALS: Strips of colored paper from before, all pictures of clothing from before.

Vocabulary cards: estoy pensando en, una persona, llevo, llevas, lleva, puesto

Order of the lesson:

Pledge of Allegiance

Ejercicio de repaso

Verb chart: Add in *llevar* puesto and *llevo* and *llevas* and *lleva*.

Teacher explains that today we are going to learn how to say "I am wearing....."

Maestra (to Pepe): "Hola, Pepe. ¿Qué llevo puesto yo?" (show card)

Pepe: "Hola, Señora. Usted lleva ....."

******* *******

Maestra (to Pepe): "¿Qué llevas puesto tú, Pepe ?"

Pepe: "Yo llevo _____."

******* *******

Maestra (to Pepe while pointing to a student): "¿Qué lleva puesto él (ella)?"

Pepe: "El (ella) lleva _____."

Practice all above dialogues with all the students. Let them converse among themselves in the same patterns. Include the colors with the articles of clothing.

(If time permits, include *te gusta, me gusta* in the dialogues.)

Game: Estoy pensando en .....

Give out Ejercicios de Repaso.

¿Qué Llevo Puesto Yo? Ejercicios de Repaso

1. I am wearing blue jeans.

2. She is wearing black shoes.

3. He is wearing red pants.

4. The teacher is wearing a green dress.

5. The girl is wearing white socks and brown shoes.

6. The student (girl) is wearing a blue blouse and a gray skirt.

7. The boy is wearing yellow pants and an orange shirt.

8. The student (boy) is wearing a red hat. She is wearing a pink hat.

9. Do you (familiar) like the white shoes?

10. Do you (formal) like the blue overcoats?

¿QUÉ TIEMPO HACE ?

MATERIALS: Pictures that look like summer, winter, spring, fall, sunny, cold, hot, cool.

Vocabulary cards: ¿Qué tiempo hace?, la primavera, el invierno, el otoño, el verano, hace frío, hace calor, hace fresco, hace sol, hace viento.

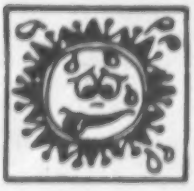
Order of the lesson:

Pledge of Allegiance

Ejercicio de repaso

Teacher to Pepe: "¿Qué tiempo hace, Pepe?" (show wintry picture)

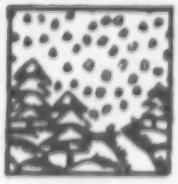
Pepe: "Hace frío."



(Now do dialogue with class and with individuals.)

Follow the same pattern of question-answer with pictures that represent "hace calor" and "hace sol" and "hace fresco" and "hace viento." Then mix the pictures up and have a student come forward, pick out a picture at random and ask the class: "¿Qué tiempo hace?"

Teacher: Teach the seasons by pictures, too. Then begin to combine the vocabulary as follows:



"¿Qué tiempo hace en (el) invierno?" (hace frío)

"¿Qué tiempo hace en (la) primavera?" (hace viento)

"¿Qué tiempo hace en (el) verano?" (Hace sol. Hace calor)

"¿Qué tiempo hace en (el) otoño?" (hace fresco)

The next step is to include "te gusta" into the dialogue, for example:

" Te gusta el verano?"

Do with all the seasons.

Assign the following for the next class day:

The children are to find scenes illustrating "hace frío," "hace calor," "Hace viento," "hace sol," el invierno, la primavera, el verano, el otoño. They are to label these clearly in Spanish at the bottom of the scene. These will make the basis for a good review . Also see Ditto Folder and HABLO CON PERICO, p. 29.

¿Qué Tiempo Hace? - Ejercicio de Repaso

1. el invierno	a. summer
2. hace frío	b. it is sunny
3. hace fresco	c. what is the weather like?
4. la primavera	d. it is cold
5. hace viento	e. winter
6. el otoño	f. it is windy
7. ¿qué tiempo hace?	g. it is cool
8. hace sol	h. spring
9. el verano	i. it is hot
10. hace calor	j. autumn

Can you write four sentences below describing the weather in all the seasons?

1.

2.

3.

4.

Me Gusta Jugar A .....

MATERIALS: pictures of swimming, tennis, football, basketball, golf, water skiing.

VOCABULARY: me gusta, no me gusta, nadar, el tenis, el fútbol, el basquetbol, el golf, el esquí acuático, los deportes, me gustan, jugar a.

ORDER OF THE LESSON:

Pledge of Allegiance

Repaso

Begin the new lesson:

First learn the new vocabulary with the help of the pictures and the flashcards (or write the words on the board). Then the teacher can teach the necessary verbs by the question and answer method:

Maestra: (pointing to the pictures of sports) Son deportes. (Explain the word and get the class to repeat it several times) Me gustan los deportes. Juan, ¿te gustan los deportes?

After the first child answers, allow all in the class to answer the same question. Teach them to say "No me gustan..." also.

Maestra: Me gusta mucho nadar.
María, ¿te gusta nadar?

(Repeat with all the children)

Maestra: Me gusta jugar al tenis.
Juan, ¿te gusta jugar al tenis?

(Repeat various ways, using a negative reply, and allowing the children to ask each other the questions.)

See: Ejercicio de Repaso and the Ditto Folder

ME GUSTA NADAR

Me Gusta Jugar a.... - Ejercicio de Repaso

1. me gusta	a. football
2. los deportes	b. water skiing
3. nadar	c. golf
4. jugar a	d. the sports
5. no me gusta	e. to swim
6. el tenis	f. to play (a sport, a game)
7. el golf	g. basketball
8. me gustan	h. I don't like it
9. el fútbol	i. tennis
10. el basquetbol	j. I like them
11. el esquí acuático	k. I like it

Un Programa Típico

One of the most rewarding events for the class is an "end of the year program" to which parents are invited. Consult your classroom teacher as to the best way to plan for such a program.

Once the date and hour of the program are decided upon, you can begin to plan the program. Involve the class in planning the program, constructing "props" and stage settings, and writing invitations to their parents. Some ideas for a program are listed below:

1. Saludos - each student says to the audience "Buenos días, me llamo _____."
2. Los Números - let the students think of imaginative ways to show off their ability to count in Spanish.
3. La jura de fidelidad - the Pledge of Allegiance.
4. Los colores - the students can indicate the colors on a large color wheel while naming the colors.
5. Las Comidas - the students can display pictures of all the foods they have learned and recite the Spanish word for each.
6. La Ropa - students can stand and indicate the name of the clothing they wear.
7. El Cuerpo - same as above.
8. Canciones -
9. Comedias - if your students want to plan little skits based on the vocabulary they have learned, these can be presented.

The ideas for programs are really as limitless as the imagination of each class and teacher. Anything goes! One thing that pleases the children is to receive a certificate, written in Spanish, attesting to their year's study. These are quite inexpensive and can be ordered from the companies listed on page 4.

CAPÍTULOS OPCIONALES

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LOS DÍAS DE FIESTA

La Víspera de Todos los Santos (Halloween)

MATERIALS: Vocabulary cards and appropriate magazine pictures or sketches: la bruja, la escoba, el gato negro, la calabaza naranja, feo-fea, bonito-bonita, qué?, hace, vuela, esto, sí, no.

Pledge of Allegiance

La Maestra: "Buenos días, clase. Primero, el repaso."

(Do the review sheet and then have handy their verb sheets. Explain *hace* as *do* or *make* and let them enter it under *él, ella, usted* with the proper English translation. Do the same with *vuela* for *flies*. Display all new vocabulary and let the class pronounce in unison after you. Point out the "j" sound and any others that you think necessary.)

La Maestra: (These classes are arranged to begin in the first week of October so these next two weeks will be on the theme of Halloween.)

Maestra: Pepe, ¿qué es esto? (translate only once)

Pepe: Es la bruja.

(Repeat with Pepe. Then do with *escoba* and *gato* and *calabaza*.)

La Maestra: "Gracias, Pepe. Ahora, clase, ¿qué es esto?"

(Go through all with class repeating in unison. Then do with several individuals.)

"Excelente, clase." (Now teach the following dialogue, first to the class and then to individuals. Remember to display each new word and give its translation only once.)

Maestra: "¿Es bonita la bruja?"

Clase: "No, la bruja no es bonita."

Maestra: "¿Es fea la bruja?"

Clase: "Sí, la bruja es fea."

Maestra: "¿Es feo el gato negro?" (point out difference: feo-fea)

Clase: "Sí, el gato negro es feo."

Maestra: "¿Qué hace la bruja fea?"

Clase: "La bruja fea vuela en la escoba."

(Give out Ejercicios de Repaso)

La Víspera de Todos los Santos — Ejercicios de Repaso

_____	la bruja	a. this
_____	la escoba	b. does, makes
_____	el gato negro	c. the broom
_____	la calabaza naranja	d. the witch
_____	hace	e. what?
_____	¿qué?	f. ugly
_____	feo, fea	g. the orange pumpkin
_____	bonita, bonito	h. the black cat
_____	es	i. pretty
_____	esto	j. is
_____	vuela	k. flies (the action)

Draw the following and translate the words into Spanish underneath:

the broom flies

the orange pumpkin

the ugly witch

the black cat

La Víspera de Todos los Santos (Halloween)

MATERIALS: Vocabulary flash cards: los dulces, los chistes, la gente, les, da, o, muchos, hacen, dicen, la puerta, llaman a la puerta, los niños, las casas. Any appropriate pictures of things or actions.

Pledge of Allegiance

La Maestra: "Primero, clase, el repaso." (Ejercicios de Repaso sheet)

(Afterwards, turn to the verb chart in order to enter *hacer* and *hacen; decir* and *dicen; llamar* and *llaman;* and *dar* and *da.* Be sure to include the translation under each entry. While they do this, display these flashcards and make the preliminary translations.)

La Maestra: "Buenos días, Pepe. ¿Qué hacen los niños en Halloween?"

Pepe: "Los niños llaman a la puerta de las casas."

(Translate once for understanding. Then do dialogue with class and with individuals. Repeat the process with the following dialogues:)

La Maestra: "¿Qué dicen los ninos, Pepe?"

Pepe: "Los niños dicen 'Chistes o dulces.'"

La Maestra: "¿Qué hace la gente en las casas, Pepe?"

Pepe: "La gente les da muchos dulces."

(Note: Point out the "ge" that sounds like the Spanish "j" and explain simply *les da* as a construction if the translation at first does not suffice.)

If there is time, let the class act out the above dialogues, taking turns as "gente" and "niños."

La Maestra: "Muy bien, clase. Eso es todo por hoy. Hasta Luego."

Give out homework sheet.

La Víspera de Todos los Santos Ejercicios de Repaso

_____	llaman a la puerta	a.	to them
_____	las casas	b.	jokes, tricks
_____	la gente	c.	the houses
_____	hace	d.	people
_____	dicen	e.	they say
_____	los dulces	f.	they call
_____	o	g.	gives, give
_____	chistes	h.	the children
_____	les	i.	do
_____	los niños	j.	or
_____	llaman	k.	the sweets, candies
_____	da	l.	they knock at the door

Take a piece of paper that has side holes (or make side holes in it) so that it will fit into the notebook. Draw a Halloween scene and label all that you put in the scene. Say something about the scene under it, if you like.

El Día de Las Gracias

MATERIALS: Pictures of a cooked turkey, gravy, cranberry sauce, bread and butter, salad, potatoes, pumpkin pie, a family around the table eating.

Vocabulary cards: El Día de Gracias, el pavo, las patatas(Spain), las papas(South America), la salsa de pavo, los arándanos, el pan, la mantequilla, la ensalada, el pastel de calabaza, como, comes, come, comen.

Order of the lesson:

Pledge of Allegiance

Ejercicios de Repaso

Verb chart: Enter comer followed by como, comes, come, comen.

Display the picture of the family eating and teach them *El Día de Gracias* and that it is a North American custom only. Then teach the foods with the help of Pepe:

Maestra: "Pepe, ¿qué comes tú en el Día de Gracias?"

Pepe: "Yo como pavo." (Display the picture of a turkey and the vocabulary word as you repeat several times)

Repeat this process with all the food pictures. Then work the same dialogue with the children individually.

Then vary the questions in order to use all the verb forms:

"¿Qué come él?"

"¿Qué come ella?"

"¿Qué comen todos los niños?"

"¿Qué come la gente en las casas?"

"¿Qué come la mamá?" (use the picture)

"¿Qué come el papá?" (use the picture)

"¿Qué comes tú?" (let the students question each other)

Give out homework sheet.

El Día de Las Gracias Ejercicios de Repaso

_____	el pavo	a. the butter
_____	las patatas, las papas	b. the turkey
_____	él come	c. the cranberries
_____	El Día de Gracias	d. he eats (takes)
_____	ella come	e. the gravy (turkey)
_____	la salsa de pavo	f. the potatoes
_____	los arándanos	g. Thanksgiving Day
_____	usted come	h. the children eat (take)
_____	el pan	i. you (formal) take, eat
_____	tú comes	j. the bread
_____	la mantequilla	k. you (familiar) take, eat
_____	la ensalada	l. she takes, eats
_____	el pastel de calabaza	m. the salad
_____	los niños comen	n. pumpkin pie

In the space below, draw and label in Spanish the foods above:

La Navidad

MATERIALS: Pictures of a Christmas tree, some gifts, a ball, a doll, a boy, a girl, a mother, a father.

Vocabulary flashcards: La Navidad, los regalos, los juguetes, las decoraciones, la pelota, la muñeca, recibo, recibe, reciben, gracias, de nada, Un Próspero Año Nuevo, el árbol de Navidad.

Order of the lesson:

Pledge of Allegiance

Ejercicios de Repaso

Verb chart: Enter *recibir* and all forms used in the vocabulary.

Dialogues: This lengthy material is to suffice for two days: Days 1 and 2 of Week 10. Perhaps you will end up having the Ejercicio de Repaso (homework sheet) at the END of Day 2 in order to complete all the material first.

First, teach *Un Próspero Año Nuevo* from the cards.

Second, use the following "core" dialogues, first to the class as a whole and then each one with each individual student or with students asking each other. These dialogues follow this pattern: teacher makes a statement; student repeats the statement; teacher turns statement into a question; student then answers question.

Example: Maestra: **Esto es el árbol de Navidad.**

Clase (or student): **Sí, eso es el árbol de Navidad.**

Maestra: **¿Qué es esto?**

Clase (or student): **Eso es el árbol de Navidad.**

(Display all vocabulary and appropriate picture as you do the dialogue.)

M -¿Hay decoraciones en el árbol?

C - Sí, hay decoraciones en el árbol.

M - ¿Qué hay en el árbol?

C - Hay decoraciones en el árbol.

M - También, hay regalos.

C - Sí, también hay regalos.

M - ¿Qué hay, clase?

C - Hay regalos.

*****

M - Hay juguetes, La pelota y la muñeca son juguetes,

C - Sí, hay juguetes, La pelota y la muñeca son juguetes.

M - ¿Qué son la pelota y la muñeca?

C - La pelota y la muñeca son juguetes.

*****

M - La mamá y el papá reciben regalos.

C - Sí, la mamá y el papá reciben regalos.

M - ¿Qué reciben la mamá y el papá?

C - La mamá y el papá reciben regalos.

*****

M - el niño recibe la pelota.

C - Sí, el niño recibe la pelota.

M - ¿Qué recibe el niño?

C - el niño recibe la pelota.

(Repeat above with *la niña* and *la muñeca*.)

*****

M - el niño dice "gracias."

C - Sí, el niño dice "gracias."

M - ¿Qué dice el niño?

C - el niño dice "gracias." (Repeat with *la niña*.)

*****

M - La mamá dice "de nada."

C - Sí, la mamá dice "de nada."

M - ¿Qué dice la mamá?

C - La mamá dice "de nada." (Repeat with *el papá*.)

La Navidad Ejercicios de Repaso

_____	la Navidad	a. the gifts
_____	los regalos	b. you are welcome
_____	los juguetes	c. Christmas
_____	el árbol de navidad	d. the doll
_____	las decoraciones	e. the toys
_____	gracias	f. the Christmas tree
_____	reciben	g. the decorations
_____	él recibe	h. they receive
_____	de nada	i. thank you
_____	ella recibe	j. she receives
_____	la pelota	k. there is, there are
_____	usted recibe	l. he receives
_____	la muñeca	m. Happy New Year
_____	hay	n. you receive (formal)
_____	un próspero año nuevo	o. the ball

Below, draw a Christmas tree scene and label it in Spanish:

La Navidad

MATERIALS: Art paper and crayons to make Holiday drawings for possible use as "Season's Greetings" cards, if the children like the idea. Also each child receives a copy of *Cascabel* as given below.

Order of the lesson: (Day 1)

Pledge of Allegiance

Ejercicios de Repaso

Learning *Cascabel* (to the tune of "Jingle Bells")

CASCABEL

Cascabel, cascabel,

Lindo cascabel;

¡Todos son felices al oir el cascabel!

Cascabel, cascabel,

Lindo cascabel.

¡Vamos todos juntos con el lindo cascabel!

(Note: This is a good chance to explain to the children that translation is scarcely ever "word for word" from one language to another. Tell them that the word cascabel means "little jingling bell" and then translate the rest of the song. There are several versions of this song in Spanish, no one of which really even comes close to the English words!)

Constructing a "Season's Greetings" scene (have them use some Spanish words).

Planning of the next class day as their party day.

Order of the lesson: (Day 2)

Holiday party!